

HUGO P. THIEME
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ORAL PRACTICE—ITS PURPOSE, MEANS AND DIFFICULTIES¹

In a gathering like this Oral Practice no longer needs defense. It may still be profitable to define its purpose and scope, to discuss ways and means of using it, to consider the obstacles which impede its progress. It is even sometimes necessary to protect it from the excessive advocacy of its friends. Oral practice is not a royal road, it will not enable the pupil to converse in the foreign language with correctness and fluency within the period of the ordinary secondary course, but it will advance him materially and surely toward that end and make possible its ultimate attainment, which can otherwise never be reached. It will, moreover, under proper conditions, enable him to understand the spoken language with reasonable proficiency and it will give him an accurate and intelligent reading knowledge which will make the foreign language an acquisition of real value, whether it is to be used as a key to the enjoyment of literary treasures or as a tool in the prosecution of other studies. Whether the pupil is being prepared for the enjoyment of his future leisure or for a definite utilitarian purpose—and the aims are equally legitimate—the Modern Language teacher should give him something which in after years he will be glad to possess. This will not be his experience if his instruction has been confined to the technique of declensions and subjunctives and their application in the tricks of translation. Let me not be misunderstood as condemning the teaching of formal grammar and the use of translation. They are indispensable means to an end, but they are not the end, as little as are scales and five-finger exercises in the elementary study of the piano. The essence of language, as of music, is feeling and its expression.

What, then, is the purpose of oral practice? It is to train the ear and the tongue coincidently with the eye, to make the foreign language a thing of life, not a record of "lifeless letters imprinted

¹ A paper read before the Modern Language Conference at the meeting of the National Education Association, held at New York, July, 1916.

on our brain,"² unheard, unspoken, forgotten, like the covered characters of an ancient pālimpsest. It is not merely because it makes modern language study more enjoyable in the beginning, although that would be a recommendation, but because it produces better and more lasting results in the end, that oral practice is now regarded as indispensable to good modern language teaching. An important seal of approval has been placed on this doctrine by the recent action of Princeton, Cornell, Columbia and Hamilton in announcing that after one or two years from date all candidates for admission will be subjected to a specific test of ability to understand and pronounce the foreign language. The postponement of the inauguration of this test will give the schools whose pupils may now be deficient in these respects, opportunity to meet the new requirement; and by that time other colleges now considering the matter will have taken similar action.

I have said that oral practice is not a royal road. In the olden days of strong-arm pedagogy, when paradigms were imprinted on the pupil's skin as well as on his brain, a certain new Latin grammar was heralded as a "Rückenschoner," being guaranteed to save the user's back from the penalty of deficiency. Oral practice will not save either teacher or pupil. On the contrary, there is nothing that is harder to teach well, nothing that tests more severely the pupil's preparation. Translation into English, excellent as it is for testing along certain lines, is not infallible. A printed "pony" or an obliging fellow-pupil may be substituted for honest study, and for the time being without detection. These aids fail to save the pupil subjected to one or another form of oral test. But every teacher, and every pupil worth considering, will agree that the question is not of how *much* labor, but of how *productive* labor. Furthermore, it is not necessarily a question of quantity but of kind. It is conceivable that a certain amount of time spent upon one page of text in one way, may be more productive than the same amount spent upon three pages in another way.

Oral practice is not to be confounded with conversation, or what passes for conversation in some classrooms. It is of course proper to ascertain conformably to the rules of French or German grammar whether the teacher is a man or a woman; to establish the fact that said teacher has one nose, ten fingers, two arms—if a

² Lessing's *Nathan der Weise*, I. 3535

man, also two legs—; that seven boys and eight girls make fifteen pupils; that the schoolroom has three windows, four walls and one ceiling. This is good oral drill, as far as it goes, but it is not conversation, nor is anything else that ordinarily is done, or can be done, in the schoolroom. The material of such drill is, however, colloquial and will contribute to the ultimate equipment for actual conversation. It is well to stress the name and the definition somewhat, because high-sounding announcements and extravagant claims have excited ridicule on the part of those who know and have made them hostile to a serious and vital phase of our work.

Let us assume, therefore, that the scope of oral practice should be restricted to simple, everyday question, answer and communication. This will include the use of stories and plays suitable for oral reproduction of narrative, description or dialogue; it will exclude critical analysis and appreciation of literary masterpieces. Before discussing means and materials in some detail, let me state that I speak from experience only as a college teacher and from observation of secondary teaching and its results. In particular, I am indebted for some of the ideas as to means and methods to a number of teachers of French, German and Spanish in the secondary schools of New York, New Jersey, Pennsylvania, Maryland and the District of Columbia who answered a questionnaire sent out in connection with an investigation conducted by a committee of the Association of Modern Language Teachers of the Middle States and Maryland. The total number of teachers from whom answers were received was 260, representing more than 60,000 students of the three languages. The school has a great advantage over the college in the use of oral practice and I have wished more than once that I might have such an opportunity for the trial of pet theories as the secondary teacher enjoys. The boy or girl in the early teens responds to means which are not usable with the self-conscious college student and still less with the more mature beginners in Summer Session or Extension classes.

I believe that a brief review of the exercises embraced in oral practice may be serviceable as a basis of discussion, to which the papers which follow will further contribute. Some of the exercises and methods will be generally familiar; others may be novel to some of you as they were to me. Most of them are intended to train both mouth and ear, that is, they are both *oral* and *aural*.

First comes correct pronunciation, which all teachers emphasize in principle, but which is so hard to maintain consistently in practice. Here, if anywhere, "well begun is half done," but it is *only* half done. It is much easier to correct mistakes in the beginning than later, when the reading has become fairly glib and the translation fluent, and when the minutes count. It will help if pupils are made responsible for detecting one another's errors. In general, anything which makes the pupils constant participants is sound pedagogy. Another exercise which all can participate in correcting is dictation and it will be far more profitable than for the teacher to do it alone, a piece of drudgery that is justly a ground of complaint. The proper way is to let one pupil write on the board while others write at their desks; then send a second pupil to the board to correct while the teacher "shuffles" the books and hands them out for correction, colored chalk and pencils being used. Finally the teacher corrects the board copy and the books are exchanged right and left for revision from the board. For corrections a left-hand margin is used, for revision a right-hand margin. Corrector and reviser each counts the errors noted and signs his name. The collected books give the teacher a complete record which requires only a rapid survey. The pupil gets his book back the next recitation for examination or re-writing of the exercise. This method is simpler and quicker to use than to describe. Like all such devices it requires promptness and precision of action, which cannot be stressed too much in the classroom.

Oral reading involves more than mere pronunciation of the single vocables. There is perhaps nothing in which students of a foreign language are so careless as in sentence-stress. For learning this the reading and speaking of dramatic prose serve best. Oral reading provides excellent training for the ear. There are few things more dreary than for twenty-four pupils to follow with both eye and ear while the twenty-fifth reads a prepared text with which they are familiar, or are expected to be. If the twenty-four must follow with the ear only, and be ready to correct errors and answer questions at any moment, there will be no lack of attention. Incidentally, the pupils who have not yet been called on will not be making belated preparation from the open book. The pupil should, of course, hear the teacher read in the same way. And

above all, when translation into English is required, the reading aloud of the original must not be neglected. Pupils should be directed to read aloud in making their preparation. If they did more of this they would not be so helpless when deprived of recourse to the printed page.

The most familiar type of oral practice is that of question and answer on a printed text and the various forms of free reproduction connected with it. The kind of text and the many devices available need not be noted in this paper. One thing only I would repeat, that the material must be in the language of everyday life, as found in easy stories and plays. Short narrative poems are not unsuitable if they lend themselves to prose paraphrase. To use a genuine lyric for this purpose is blasphemy. The recitation of poems is good for memory training as well as to provide material for oral practice, but there is danger that it become merely an exercise in speaking pieces. I should prefer that some of the material memorized and recited be short prose passages or anecdotes, as affording better opportunity for the kind of practice which the pupil should have, and I would emphasize the value of memorizing in this way. Words and phrases learned thus become and remain a part of the pupil's active vocabulary. The memory is trained too little nowadays. In abandoning the rightly condemned memorization of isolated dates and columns of vocables we have sacrificed a principle because of its mistaken application. We have "thrown out the child along with the bath," as the German proverb has it. All honor to the reasoning faculty and to the acquisition of power! Fine words and noble concepts! But the first premise of reasoning and the source of power is knowledge; and the *sine qua non* of linguistic knowledge is vocabulary.

From a Pennsylvania teacher, and from one in Brooklyn, too, comes a good suggestion for the use of dramatic texts. A scene or part of a scene, perhaps a single page, is assigned to two or more pupils to be memorized and spoken; another page to a second group and so on, the whole class preparing the entire assignment without memorization. This work trains in proper oral expression without theatrical effects and the element of competition stimulates interest and effort. This kind of exercise, it seems to me, is more useful than the annual public performance, which, like interscholastic football, benefits only the few and these of necessity the best,

indeed, as far as possible the children to the foreign manner born get the leading rôles, lest their parents come to scoff at the atrocious pronunciation of the pupils of American parentage. As an amusement, perhaps as a reward for the best performance in the weekly class exercise, the annual play may be defended. As an isolated educational exhibit it is of very little account. A New Jersey teacher reports the successful use, in the third year, of French or German newspapers, humorous journals and the like, which the pupils in turn take home and select something on which to report orally to the class. This may be a news item, a picture, a joke, an advertisement. Have you ever considered the possibilities of a typical department store ad' as a vocabulary maker? Such material is readily accessible outside the large cities by means of Sunday or weekly editions of foreign language newspapers published in this country. Some German teachers use "Aus Nah' und Fern" for this purpose. Another New Jersey teacher uses in the 2d and 3d year a book of selections especially intended for oral practice and appoints a pupil each day to tell a three- or four-minute story to the class the next day.

For acquiring the vocabulary of everyday life and some information about the people, the geography, and history of the foreign country, one of the specially prepared books is indispensable; and, indeed, this material is on the whole better suited for oral practice than the literary text not written with the elementary or intermediate entrance requirement in view. Picture post-cards are a most useful adjunct, both for the study of land and people and for oral practice along very practical lines, particularly if a lantern or projector is available. A large map of the foreign country and adjacent territory is as necessary as the text-book. Modern Language teachers may safely assume almost total ignorance of relative location, direction and distance; in short, of European geography in toto. This sort of material will bring the class nearer to actual talk in French, German or Spanish than the most charming story available. Nevertheless, I insist that the charming story and the lively comedy must not be eliminated. The pupil restricted to French or German texts made and graded in America would be as badly cheated as the infant fed exclusively on substitutes for milk or the adult who must be content with postum.

The use of oral practice for acquiring idioms suggests additional ways and means of interest on which there is not time to dwell. Here again there must be memory work. Too often a pupil knows an idiom only in the context where he has translated it. If required to frame original sentences and translate them, he will make the idiom his permanent property. On the question of making formal grammatical instruction a part of the oral exercise, teachers differ, with a majority against it. The opponents argue, and I believe correctly, that the pupil grasps and applies the rules better if taught in English, even if they are deduced from illustrations in the foreign language. The grammatical vocabulary is not large, to be sure, but it is useless as a permanent asset. At the stage when he is learning the elements of grammar the pupil does his reasoning in English and anything which impedes the process wastes time. At this stage, moreover, it is essential to keep the pupil's interest excited and the tedious element must be disposed of as quickly as is consistent with thoroughness. It is just as bad pedagogy to make the dose needlessly unpalatable as it is to substitute sugar for medicine. It is vital in the first year to give the pupil just as much pleasurable surprise and joy of acquisition as possible. This joy depends more upon the thing acquired than upon the fact of acquisition. Now he can experience no thrill in learning the difference between "Hauptwort" and "Zeitwort." They are to him merely German equivalents of noun and verb, two words that have no pleasurable connotation such as attaches to railroad and automobile and consequently to "Eisenbahn" and "Kraftwagen". There is no harm in using foreign grammatical nomenclature after the thing designated is familiar, when only *one* quantity is unknown. But don't begin with problems involving both *x* and *y*.

The extra-curricular "means of grace" are numerous. Foremost, perhaps, is the club conducted wholly or partly in the foreign language. In this activity again the school can do much which is impossible for the college. In the college Cercle Français or Deutscher Verein it is a big problem to occupy the members profitably without their knowing it; to strike a mean between the over-trivial and the over-serious, between the child's playroom and the lecture room. Singing is the most welcome and most wholesome of the diversions offered. The schoolboy and girl can still

take naive pleasure in speaking pieces, in reading easy plays at sight, in games of authors, history, geography, etc., which are reported by several teachers as productive of highly gratifying results. One in Pennsylvania even uses these games in the classroom. Singing, of course, will be as much enjoyed as by the older students. Excursions, visits to museums, galleries, to a French or German theater in the few instances possible—all these recreations, though only occasional, have their value. From a New York City teacher comes the practical idea of visiting biological, and particularly domestic science or manual arts laboratories, with the class, to use the splendid opportunity afforded for object teaching. Suitable short talks by outsiders are excellent, either in the club or the classroom, to accustom the pupils to pronunciation other than that of the teacher and of one another. Some teachers say that they encourage pupils to talk with them in the foreign language outside of school. An excellent habit, particularly in the more advanced stages of study and quite feasible if the teacher is a native of the foreign country. For two native Americans, in America, to talk a foreign language outside the class or club seems artificial, but practice may make it natural enough to be worth while.

In oral work variety is essential. The semblance of daily routine must be avoided without sacrificing its benefits. The thing must be done with a vim and a zest, and the teacher must lead if the pupils are to follow. Some may agree with a New Jersey teacher who says he "knows many fine stunts, but has to be wary of following too many trails lest he get lost in the woods." Careful planning is undoubtedly necessary, and not all classes can be handled alike. Some things are indispensable. Such are pronunciation drill, dictation, reading aloud and listening to it, oral question and answer, at least some oral reproduction,—literal memorizing in the earlier stages, later free. For training the ear, the earliest reproduction should be in English, because a much larger amount can be done and quantity counts. The sooner the pupil can understand, the sooner he will begin to speak with some readiness. For the rest—the classroom play, the daily three-minute speech, the post-card, the newspaper and magazine, the club, the games, selection may be made as opportunity appears or they may all be rejected as "fads and frills." The class will get along without them

and will pass the dreaded examination, but it will have missed some things worth while, and so will the teacher.

One thing deserves to be emphasized, the immense general value of such oral training, quite apart from its place in the foreign language program. The drill in pronunciation, in sentence-stress, in ready answer, in dramatic dialogue, in free reproduction cannot fail to improve the pupil's pronunciation and reading of English, to give him readiness and confidence in speaking, in formulating and expressing his ideas. In the questionnaire mentioned before teachers who favored oral practice were asked for reasons in support of their advocacy of it, and a large number gave this as the foremost,—the improvement of the average high school pupil's slovenly speech-habits and woeful deficiency in oral English. This involves *per se* no indictment of prevailing methods of teaching English. The simple fact is, that command of the mother-tongue is greatly furthered by oral command of a foreign language. Goethe once said that no one knew his own language aright who did not know a foreign language. Hence this is one of the few absolute prescriptions in the Pedagogical Province of "Wilhelm Meister" and to it may be attributed no small part of the grace of speech which the boys in that community are represented as displaying. Did it ever occur to you that this may be the reason why the Jewish or Italian boy who gets all his schooling in a language of which in the beginning he does not know the alphabet, not seldom becomes a most effective public speaker and carries off the prize in competition with native American boys from high-brow homes?

I have heard more than one of my auditors ask himself or his neighbor how it would be possible to carry out such a program as has been outlined under conditions as they exist or can be made. Difficulties were included in my title and they shall not be ignored. Let me refer again, if I may, to the questionnaire sent to the secondary teachers of French, German and Spanish in the Middle States and Maryland. The 260 teachers cast 292 votes, some representing two of the three languages, a very few all three of them. On the question of whether oral tests should be included in the college entrance requirement in Elementary French, German and Spanish 270 voted yes, 22 no; for Intermediate French and German 248 voted yes, 28 no. On the question whether they believed that their pupils could be satisfactorily

prepared for such tests, there were 277 affirmative answers and 15 negative. Four chief difficulties were noted by those who thought their pupils could not be prepared for the oral test and by some others who recognized them, but believed they were not insuperable. These four difficulties were lack of time in the program, large classes, excessive demands upon the teacher, the teacher's incompetence to give the required instruction. These four points cover, I think, most or all of the objections that can be raised if the initial premise, that oral practice is a necessary part of Modern Language instruction, be granted.

The plea that oral practice takes too much time is the one most often heard. It is the most plausible and at the same time the least valid of all. Oral practice *will* reduce the time allotted to formal grammar and composition, and it ought to if it has the cardinal merit claimed by its advocates, namely that it teaches the same things by the use of additional means, and because of the additional means teaches them better. It should not be hard to understand that the exercises of three faculties will effect a quicker and more lasting mental impression than the exercise of one faculty. There can be no oral practice without constant application of the rules involved in written exercises and the frequency of application will be at least fourfold greater; I say fourfold as a minimum, because it is so easy to compute that with a reduction of one-half in the old-line composition work and substitution of oral practice there will be one hundred per cent. gain in the amount of drill received by the pupil.

The question of reading is the one most often raised in this matter of finding time for oral practice, and it is not as easily disposed of as the preceding. As far as preparation for college entrance examinations is concerned, yes; there need be no fear that a pupil who has prepared and read 150 pages in connection with thorough oral drill will not be ready at the end of his second year. If, however, a certain number of pages is prescribed by a state syllabus or a college to which the pupil must be certified, the teacher may hesitate to reduce the quantity, notwithstanding the improvement in quality. As has been remarked before, it is not a question how much has been *read*, but how much is *retained*. One hundred and fifty pages will provide a total vocabulary of about 1800 words, of which the proficient pupil will have about one-half

as active vocabulary. In the place of a teacher in this dilemma, I should regard the requirement as met if the remaining pages had been read at sight; and even if there were no such requirement I should want to cover at least half as many pages at sight as with preparation, the material read thus to be always considerably easier than the assigned work and accordingly well adapted to impromptu oral practice.

The objection on the ground of large classes is a very real one. Classes of more than twenty-five make effective oral practice difficult and overtax the teacher's energy and resourcefulness. Here the remedy lies in bringing school superintendents and boards to see the waste of this species of economy; and this is a major office of a teachers' association representing both secondary and collegiate interests and of a Journal as its organ. Eliminate the deficient teacher and the defective system with equal thoroughness. No less serious a handicap to the good teacher than crowded classes is a crowded schedule, the necessity of preparing himself in several different subjects. One high-school teacher in New York State, for instance, reports that she instructs in five subjects. This is an extreme case, but there are many teaching three unrelated subjects. This might be done by the stronger, better equipped teacher but that is seldom the one of whom it is required. Reckoning with conditions as they are, two subjects should be the norm, with the requirement of a special license to teach them and a consequent bar to teaching any others. Another necessity to educate the educators! As far as oral practice is concerned, the initial demand upon a teacher who has not used it will be large, but in the long run it will not exceed that involved in the conscientious correction of the larger amount of written work which his present method probably entails.

Lastly there is the difficulty of the incompetent teacher, able to conduct a recitation along the beaten track and to get his pupils through the present examination, but utterly unfit to give instruction in pronunciation and oral use of the foreign language. In the first place such teachers must somehow acquire a reasonably correct pronunciation and the ability to read French, German or Spanish so that the native will be able to listen without acute suffering. A short period of intensive work will accomplish this and there are very, very few who can not make this possible

if they must. It is not necessary to specify ways and means; summer schools are only one of them. From one such teacher comes the suggestion that the State send inspectors who shall not merely inspect, but shall remain a week or two, if necessary, to aid the teacher deficient in preparation or in method. If the salary and traveling expenses of such an inspector were \$3000 and he made annually thirty teachers efficient, it would be a good investment. Certain state commissions of dubious achievement cost much more.

The time for the Modern Language teacher to prepare is, of course, before he begins to teach. That he does not more often do so, as the statements of many teachers prove, is partly his own fault, partly, once more, that of the system; better of the systems, for two are responsible, that which prepares him to teach and that which lets him teach. It is his own fault, for not deciding earlier on the subject or subjects he will teach and planning accordingly. Not only in the choice of courses, I mean, but in other directions as well. Practically every college student can find a German family (less easily a French family) in which he can live and get there what his courses do not give him but what he well knows he will require. This is what the German does who expects to teach English. He finds an English or American family and cheerfully puts up with rare roast beef and "unplumaged" beds. Or at least he seeks a fellow-student with whom he carries on a real exchange and makes him a daily companion, although he would enjoy another's company better. And he reads the English newspaper, whether he likes its editorials or not, goes to the English church, the English theater if there is one. The American college student will seldom make what he regards as a great sacrifice and makes it so grudgingly that the benefit is lacking. That it can be done with signal success I know from the experience of a young woman who fitted herself for oral teaching by living with a German family throughout her undergraduate course at Barnard College. She has since become one of the ablest teachers of German in this city. Some of these things the teacher who finds himself unequal to the demands of oral practice can still do. Where there is a will there is a way.

And the systems are to blame, more to blame than the individual, who can not be expected to know more than the educational experts who train him to teach *something* and the educational

board which allows him to teach *anything*. In the answers which came to my committee, as to how candidates for Modern Language teaching might be better prepared the following were so frequent as to be almost stereotyped: *First*, make the student decide two years before graduation (from a 4-year course) what two subjects (at most) he wishes to teach, so that henceforth his curricular and extra-curricular plans will be shaped accordingly. *Second*, make the college adapt the student's program to his choice and provide the necessary training in principles and practice of teaching Modern Languages (which must include pronunciation and oral command, whether required of ordinary students or not), the successful completion of such a program to be certified in his credentials of graduation. *Third*, let the state education department license the teacher permanently in two specific subjects on the basis of examination only, to which the foregoing college certificate is prerequisite. To provide for the cases where the high-school is so small that a teacher must cover three subjects, issue a temporary license based on less rigid requirements in the third subject, no such high school, however, to be rated Grade A. There would be no obstacle to the teacher's obtaining a permanent license in the third subject. This would operate to remove the school's disability.

You noted, perhaps, that I said "*make* the student decide" and "*make* the college adapt," but "*let* the State license." The sequence of student, college, State is the natural order with the scheme in operation; for purposes of inaugurating it, the order will be reversed,—State, college, student. Once the hortatory "*let*" is heeded by the first, the mandatory "*make*" will take effect automatically upon the second and the third.

The general establishment of the conditions in Modern Language teaching at which we aim will take a generation and many of us will no longer be in the service which we are laboring to improve. It will come, as surely as the marvelous advance of the generation now ending has come. We do not essay the impossible in demanding that the improvement of conditions shall at least *begin* everywhere that it is needed and begin at once. There is nothing in Modern Language teaching which more widely needs improvement, or has a better prospect of support in getting it, than oral practice and oral proficiency.

WM. ADDISON HERVEY.

Columbia University.

THE REVIEW IN MODERN LANGUAGE TEACHING

Everybody, even the inexperienced teacher, concedes that the review is an integral part of all instruction and should occupy an important place in the recitation. But how to review is a question which can be answered in many ways, none of which is wholly wrong, none of which is the best way. It is simply a matter of selecting that method which is best suited to the class, to the teacher, to the subject, to circumstances.

The subject of review in modern language teaching naturally divides itself into four parts, viz., review (1) of vocabulary; (2) of form; (3) of syntax; (4) of the thought contained in the reading matter. Although all of these are to some extent interdependent and overlap each other, I shall consider them separately.

The first thing begun in the modern language course is the vocabulary, and it engrosses our attention to the very last lesson. The study of language is primarily a great and glorious study of words. Not only must we give the pupil words and explain them to him, but we must force him to use them until they become a part of himself. To accomplish this, there should be a backward look over the words both of former lessons and of those just given. The question and answer method of going over the old vocabulary is good, particularly for nouns, if used for short periods of time and presented in an interesting way. All questions for this purpose should be prepared previously and it is well to write them out. Another scheme is to employ some game in which all the pupils have a chance; one pupil may give the initial letter of a word and the others guess the word; or he may give a characteristic quality of some object, while the others try to guess the name of the object. Arranging nouns in groups, whether according to meaning, situation of objects, or synonyms and antonyms, proves both interesting and valuable. It is very interesting for beginners to group words according to vowels. The grouping method is a natural way of remembering; it is one by which the child learns his mother tongue. In reviewing adjectives the "how" type of question is good, when applied to names of objects which have been taught before. This can also be done with adverbs by applying the questions to actions

performed by the teacher or pupils, but it must be done skilfully and sparingly to avoid monotony and consequent inattention. For verbs a pupil may perform some action before the class and call upon different individuals to tell what he is doing. The grouping method for teaching and reviewing verbs was long ago suggested by Gouin, and has the advantage of teaching naturally and rapidly and therefore interestingly. Pronouns and verbs can be reviewed together, though, of course, only one can be drilled at one time. Placing objects or pupils in various positions, as well as the use of pictures serve for a re-survey of prepositions, also to drill on the cases which they govern. The old pastime of writing down a long word from which other shorter words are formed, might do to vary the work at times. Or let the teacher write some suggestive word on the board and ask the pupils to give as many words as they can recall, which are related to it, in other words, let them group by association. It is better, however, to follow such exercises by using the words in sentences, in order that it may not degenerate into a simple listing of words. The game 'Peter Coddles' has interested and entertained many youngsters. How would it be for the teacher or some pupil to read aloud a narrative with blanks into which suitable words can be fitted when the reader pauses? Of course one must insist on words which develop a sensible narrative, if the exercise is to be of any value. In all of these exercises it is better to let individual pupils lead in turn. Thus you get more pupil activity, and the teacher's voice is rested at the same time.

When we turn to the second point, drilling forms, however, the pupils cannot lead so readily and must be followed more carefully by the teacher. Here again the question and answer method is of service. It is always advisable to set up one or several models of the forms in hand, written or oral. To develop and drill verb forms this is the most desirable way. It demands more thinking on the part of the pupil. For noun forms a good exercise is to let different pupils take turns at using the different cases and numbers of given nouns in original sentences. This can also be applied to the comparison of adjectives. The declension of adjectives in German offers difficulties and should be brought up constantly for drill. A simple type of work might consist of a conversation between pupils. As previously suggested, models should always be present; particularly whenever the pupils carry on the work

among themselves. When the teacher leads, his sentences are the model, otherwise a model should be written on the board, or repeated a number of times at the beginning of the exercise. In this kind of exercise the *welcher*, *was für*, and *was für ein* type of question can be utilized to advantage. By careful questioning the teacher can obtain answers containing *adjectives* in the different cases. Pronouns permit little variety in exercises. The personal and reflexive pronouns can be reviewed in connection with the verb; there is greater difficulty with the others, and the question and answer exercise is about all that can be employed. In general, free composition of the simplest kind is very good.

Perhaps the most difficult of all to review is the third division, syntax, as such. It is easy to treat it incidentally in connection with other phases of the work, but to teach it separately requires skill and ingenuity. It seems to me one good way is to have the class give translations or original sentences illustrating some given point, and from these examples to re-formulate the rule. Let the rule be a matter of minor importance, and the illustrations, the all important thing. Instead of requiring examples from the class, the teacher might choose some from the works of literary artists. Although it would require much time, it would serve, I think, to re-establish the old rule and to fix it more strongly, for the fact that you are considering the works of men who are recognized as authorities makes it more impressive. A good plan is for the teacher to write a synopsis in the foreign language and translate it into the mother tongue. Have the pupils read the paraphrase in German and then ask them to re-translate the English translation of the original paraphrase back into German. May I repeat, in all work of this kind, the one thing to do is to produce the impression that the language itself and not the rule is the alpha and omega upon which the grammar is built.

Although much time is required for reviewing and drilling the vocabulary, forms, and syntax, the fourth point, the thought of the reading matter, should not be neglected. The habit of reading without getting the thought should be discouraged from the very first lesson. If the pupil knows that there will be a recapitulation of the thought at subsequent recitations, he will be more apt to make an effort so assimilate the thought material. How can we do this successfully? Questions and answers will

hardly solve the problem here—they are too monotonous. A brief retelling of the narrative in the foreign language often serves not only to review past work, but also to clarify the passage in hand. This forces the pupil to free composition, a valuable exercise mentioned above. A quick way of covering the ground is a rapid “quiz” in the mother tongue. If there is time, a dramatization of some portion of the work already covered arouses interest in old material. This might be done outside of the class either as home work or better still in the German club. Whatever way is chosen, the aim must be to present the old material in a new way.

We have considered the *how*, let us not neglect the *when* and the *where*. The first of these is easily disposed of. One word suffices—always. By that I mean that from the first lesson to the last, there should be some review work in every lesson. That does not necessarily mean that half of the period should be spent in this kind of work each day; a comparatively short period of time thus spent suffices. It serves to put the pupils into the proper attitude, it “warms them up” as we say. In this way, i. e. by beginning with review work, you proceed from the easy, easy, because it is old, to the more difficult, the new material. To be sure the review should not be limited to the early years, but should extend throughout the entire course. During which particular part of the recitation—first, middle, or last—is the best place, is a matter of personal taste. I like a short period at the beginning to catch up the broken threads of the preceding lesson and connect them with the lesson in hand, and another even shorter period just before the close, when the advance work can be given in a nutshell to be taken along, and brought back and cracked the following day. All these details, however, are of minor importance; in whatever way, shape, or manner the dose is administered, let it be given above all systematically. Review work should be planned as thoroughly and deliberately, and given as regularly as any of the advance work.

ALLEN V. LAUB.

Bethlehem, Pa.

THE USE OF FLASH CARDS FOR DRILL IN FRENCH

Flash cards are strips of card-board on which are printed various words, phrases or numbers. They are used for rapid-fire drill on topics that have been thoroughly studied. The material that is printed on the cards must be done in heavy black ink so that it can readily be seen from any part of the room. The teacher holds the cards in one hand; with the other he draws a card from the back of the pack and exposes it for a second or two. The usual procedure is to go down a row of pupils one after the other. This saves time that would be consumed in calling on pupils individually. It is not open to the ordinary objection that questioning pupils in a fixed order is unpedagogical; no pupil can tell which card is to be flashed next. Moreover, since the answers must be instantaneous and since the preceding pupil may fail to answer quickly enough, the question may be passed on to him. However, in a large class the pupils who have already recited may at times become inattentive. The teacher ought, therefore, to vary his procedure by pointing to any pupil and requiring him to give the answer. In this way each pupil will be forced to be on the "qui vive."

In order that the teacher may know that the pupil's answer is correct, the matter that is flashed before the class is also printed on the other side of the card. It requires some degree of skill to expose the cards quickly without dropping most of them on the floor or pulling out two or three at a time. To facilitate the shuffling of the cards and to prevent them from slipping, some teachers use a rubber band over the thumb or index-finger.

This kind of work is very strenuous both for pupil and teacher so that flash cards should not be used for more than ten or fifteen minutes at a time and not every day. The drill should be on one point at a time, otherwise confusion will result on account of the rapidity of the exercise.

Let us now consider a few specific applications of flash cards for drill purposes in teaching French. They may be used:

1. For practice on almost any grammatical point. The teacher composes very simple sentences containing dashes for the words to be inserted that will illustrate the point in question.

Before the drill begins the teacher should give a general direction which will cover all the sentences. Examples: a, Dans ces phrases, remplacez le tiret par l'adjectif démonstratif convenable. Répétez toute la phrase.

Qui est — garçon?

— livres sont jolis.

— arbre est petit.

— fille est grande.

b. Dans ces phrases, remplacez le tiret par le pronom interrogatif convenable. Répétez toute la phrase.

— êtes-vous?

— chante?

— avez-vous?

Avec — êtes-vous?

Of course there will be a great many more cards than these for each point, so that a varied vocabulary is brought in.

2. For pronunciation drill with the aid of the phonetic alphabet. The sounds should be grouped according to some system. Only one sound, or rather, only one symbol is to be shown at a time.

Examples: Prononcez les sons que représentent ces symboles.

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In this way all the sounds of the French language can be practised in a very short time.

3. For drill on numerals and arithmetical operations. In this particular kind of work it may be advisable, for the sake of greater rapidity, to omit the complete sentence and simply have the result given. This should not be done as a regular thing, however. The arithmetical signs must always be expressed.

Examples:—Faites les opérations indiqués.

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

4. To drill on time problems. The card-board clock with the movable hands is a modification of the flash card system. It is, of course, more flexible than the clock-face drawn on card-board with the hands in various positions.

Example: Quelle heure est-il? 9.15; 12.25

5. For vocabulary drill. It is in this connection that I think that translation may be used to advantage. If the words have been thoroughly studied in their context, I see no harm in isolating them occasionally and translating them into English. Or the English may be given to be translated into French.

Examples: a. Traduisez en anglais.

ils parlent

la femme

b. Traduisez en français.

the cat

the girl

As I have indicated above, it may be better to restrict a particular vocabulary drill to one point such as nouns, etc.

6. To portray pictures of objects. By this I mean that pictures and photographs that are large enough to be seen from all parts of the room may be flashed before the class in the same way as sentences. For instance, the teacher says, "Qu'est-ce que c'est?", showing a picture of Notre Dame, Versailles or any other spot of interest in France. If the pupils have constantly seen these pictures in the class room, they will be able to answer without any hesitation,—“C'est Notre Dame, etc. Pupils might also be encouraged in their drawing classes to make pictures to be used in this connection, pictures of French peasants, French houses, etc.

7. I have not spoken especially of idioms. It is rather difficult to introduce them on flash cards. However, a few of the simpler ones may be slipped in.

Example:—

Remplacez le tiret par la préposition convenable.

— quoi pensez-vous?

— qui parlez-vous?

etc.

The obvious advantages of flash cards are:

1. They furnish a drill-device that accomplishes a maximum of result in a minimum of time.
2. The class is kept in a state of attention and there is no lack of interest even among the dullest of pupils.
3. Everybody is given a chance to recite.
4. They give the pupils training in rapid linguistic thinking.
5. They furnish the teacher an opportunity of seeing how far his class has progressed in quick oral response.

The only real objection to the use of flash cards in French is perhaps the possible injury to the pupil's pronunciation on account of the rapidity with which he replies. However, this danger will probably be neutralized by the drill on pronunciation that he receives, or ought to receive, daily.

AMELIA F. GIANELLA.

Brooklyn, N. Y.

SOCIALIZATION OF THE MODERN FOREIGN LANGUAGE RECITATION

Time was, so we are told, when every little boy and girl had a fearful dread at the thought of the barren spot called school and the scarcely human creature called teacher. I have always suspected that most of the pictures of the pedagogical chambers of horrors were much over-drawn, to say the least; yet it is no doubt true that the movement toward a more wholesome schoolroom atmosphere is comparatively recent in the history of education. With the spread of the belief in the value of interest as an aid to learning—and who now doubts that it is the greatest aid?—and the closely related belief in the value of happiness and the play-spirit, have come many innovations. I can hardly claim as a result of this progressive movement, but I do certainly claim as an accompaniment, the latest step in our educational evolution—the socialized recitation.

To discuss the socialization of the school would lead me too far into the field of educational psychology, but a rather cursory account of my own efforts to socialize the German department is the best original contribution I can offer to the general subject of "Methods in the Teaching of Modern Foreign Languages."

I shall not at every step point out the reason why, because it is generally too obvious; nor shall I confine myself to what has already been accomplished, because this is a process limited in some respects by available funds, and I prefer to present the ideal toward which my efforts are now being directed.

I. The Recitation Room. The room in which classes in a modern foreign language are held should radiate the atmosphere of the country whose language is being taught there. A map or two; a foreign flag *with* an American flag; the coat-of-arms in color (easily provided by a pupil with some artistic talent); characteristic pictures, not only of prominent persons and places, but masterpieces of the nation's greatest artists as well as famous scenes from opera, drama, and romance. (*Please remember that Germany has done other things besides fight, that she has greater men than war heroes!*) Curtains at the windows I hardly dare suggest, because lack of care makes them so unsanitary, but they do certainly make

the room more attractive. Part of the walls covered with burlap for the placing of special pictures which are to be changed with the varying interests of the classes is very desirable. Students should help to collect these pictures; boys in manual training can often make suitable frames for those which are to have a permanent place on the walls. The ones which are to be changed from time to time should be accessible to the students and they themselves should do the changing. A bulletin board is a necessity. Here may be a section devoted to "Germany and the Germans (or any other country) in Current Literature." There will be posted articles from the daily newspapers and references to current magazines and books. Individuals may be asked to be responsible for certain standard magazines, but all will be encouraged to do their own part. (The effect of this on the pupils' general reading as well as the advantage for this particular study is obvious.) Official notices of the German club and announcements of local meetings particularly interesting to students of German will also have a place there.

Well stocked book-shelves with literature of all grades of difficulty will be conspicuous and, most important, easily accessible. A dozen real books that can be handled are far more *inspiring* than a hundred perfectly arranged catalog cards. (A departmental card-catalog is, however, almost a necessity and I do not mean to belittle it.) It is not likely that any of these books will be lost, if the right spirit prevails in the classes, the very spirit for which we are striving. But better lose a few to some moral degenerates than starve eager minds. (I heartily approve of all the modern efforts for the benefit of the sub-normal, but I do often feel that we might give a little more extra attention to the *super-normal*!) The very presence of these additional books, with the incidental allusions to them which can come in so easily, will frequently create a desire for additional reading. Of course there will be a reading-table, on which will be found German periodicals, atlases, dictionaries, grammars, a few books of literary merit, to act as "mental suggestions," which will be frequently interchanged with others on the book-shelves.

In a *German* room, particularly, there ought to be some plants, if possible, and, in fact, anything else which will add to the *distinctive* atmosphere.

A piano is a real acquisition, but not available in most schools. A lantern is not such a remote possibility; a victrola can generally be borrowed for special occasions; and the piano itself can, like the proverbial mountain, be "gone to" whenever it becomes a real necessity, but that is seldom, for no class lacks at least one singer who can give the pitch and carry the air.

The teacher's desk should have, as far as possible, the appearance of a much used library table. It should not be the most conspicuous object in the room, nor should it serve as a barricade—for whose safety, that of pupil or teacher, I have never been able to discover.

If the room is large enough to accommodate the classes, let the chairs be placed, not in stiff rows, but in an incomplete circle around the room. The break will serve as the entrance to the circle and should be so situated that a good bit of blackboard will be available which can be seen by all the class. (This is not so important as it might seem at first thought, for chairs can be moved easily, whenever more pupils are desired at the board, or whenever some of the class cannot see the work.) I realize that an objection to this method of seating a class lies in the fact that more room is needed; but even with two rows of chairs I like it much better than the stiff, formal school-room. To be sure, it does encourage informality in the classroom, but that is just what we desire. It does not encourage disorder—nothing does, but lack of interest.

II. The Recitation. Of course the teacher becomes a part of the circle. Forced conversation can never be quite natural, but it approaches that desirable state in the circle. Conversation and drill games can be played with all the freedom of the kindergarten. The *pupils* carry on as much of the recitation as they possibly can. Naturally, the teacher must direct, and there are many occasions when valuable time would be lost if the questioning, particularly the development of a new point, were entrusted even to a very good pupil; but review work, especially remote review; the little games, reviews in near-disguise; continuous reading with the correction of mistakes; all can go on with practically no dictation from the teacher. A splendid spirit is quite noticeable in every class so conducted.

Once in a given number of weeks, perhaps once a month, such a class may be given *carte blanche* to prepare for the lesson period.

An individual, or, better, a small group, may be given the responsibility. Anniversaries of births or deaths of celebrities, and other memorable events furnish fitting occasions. At such times competent townspeople, other members of the faculty, advanced students, and, probably best of all, members of the class furnish a program. To be of value, it must, of course, be well prepared beforehand; but it should be of the kind which does *not* require many rehearsals. The work of the students should be spontaneous and within the range of their powers: recitations of poems and short prose selections; expressive reading of interesting and easy stories; oral topics in the mother tongue, or very simple ones in the foreign tongue, concerning the occasion; lantern slides; music; and dramatization, whenever something appropriate can be found, as at Christmas, etc. Such events create a wholesome esprit de corps, require purely voluntary additional work, and keep the human, humanistic, side of the study prominently before the minds of the whole department, and, indeed, of the whole school. Often one class entertains another class on such occasions, and that gives an added incentive to the careful preparation of the work. It also helps to carry out the social idea of the department.

III. Conclusion. Let no one say that time spent on such activities is wasted. (I thoroughly believe that *all* departments of a good school should work together to bring out—educate—certain desirable qualities in the students. Among these are, in the front rank, initiative and self-reliance. Both of these attributes and others, are developed by the socialized recitation. Can we spare the time from the teaching of German? Not *from* the teaching of German, perhaps, but *in* the teaching of German, certainly. I do not care to be a teacher unless I can be also an educator. But if we feel that we are fulfilling our highest mission when we cover well the greatest possible amount of ground in our chosen subject, and generally that is about all we can consciously attempt and conscientiously perform, we still have a place for the socialized recitation, and in it we shall find our strongest ally. Really valuable information is gleaned casually, more by some than by others, to be sure, but no doubt by those who can best assimilate it; desire to do well and to gain greater mastery of the language for further efforts becomes keen; interest in everything which concerns "our" study is quickened; a large amount of extra work is done uncon-

sciously and therefore with a minimum of fatigue; opportunities are sometimes given in this way for the slower pupils to make up their back work while the brighter ones are preparing some special 'stunt,' and thus neither group loses out at all. Again to revert, perhaps to the idealistic, the points of contact between the pupils and the foreigners are multiplied; the horizon of all is broadened.

Surely every teacher of foreign languages should be full of the spirit of cosmopolitanism. If anything will bring this war-laden world to its senses, sane education ought to do it. It can. And no one has a greater opportunity, and therefore a greater duty than the teacher of modern foreign languages, to impress the need and the real possibility of the spirit of universal brotherhood. Everyone must do it in his own way, but for me the *best* way is that which vitalizes all that is best in the civilization of the foreign people, makes the foreigners live as citizens of the *world*, members of the great human family, of which we, too, are but a part.

CHARLOTTE WOOD.

Appleton, Wis.

THE CORRELATION BETWEEN THE ABILITY TO CLASSIFY GERMAN VOCABLES INTO THEIR SEMASIOLOGICAL CATEGORIES AND THE KNOWLEDGE OF THEIR EXACT SIGNIFICATION

Following a suggestion of Prof. E. L. Thorndike the writer has undertaken a preliminary study of the above problem which seems to present several useful aspects from a methodological point of view. The tests have the advantage of perfect generality being applicable to any language whatever whether vernacular or foreign, occupy less time than the usual examination, are more likely to train the student to think in the foreign language and are thus superior to the translation methods in vogue from a psychological and methodological point of view.

The *modus operandi* consists in preparing lists of German words such as a German schoolboy might reasonably be expected to understand. These groups of words are graded in difficulty so that the last and most difficult series might represent the vocabulary attainments of a young Gymnasiast. It was attempted to avoid literary words and confine the vocabulary to such words as occur in actual life. Thus names of games, business, military, educational and even religious terminology was preferred to strictly book language. Samples of the lists in three grades of difficulty are given below.* The directions make their use perfectly clear. The student classifies the words by setting the appropriate letter over or under each, the nomenclature being mostly the initial of the German or English category-word. For example, tools are to be marked "w" (*Werkzeug*), words relating to time "t" (time). These classifications are easy to invent for any language and resemble the old idea of Gouin with his "series." To mark such a paper takes little time and the results are unambiguous as the pupil either gets the category right or not and the doubt as to whether he "had the idea" but could not think of the English word so common in the minds of teachers who correct examination papers is mostly eliminated.

*Word-lists are appended to the article.

After this categorical classification with the above initial system the pupils (High School students of both sexes ranging through the curriculum from the middle grades to the graduating class) were next asked to give the exact signification of the words as in an ordinary vocabulary test. These results were then compiled either on the back of the first sheet or on separate papers. Several hundred tests of this sort have been made by the writer in the Brooklyn High Schools through the kind coöperation of Messrs. Overholzer, Bechert, Cohen, Marvin and Cushman. The following results of the tests are given for 93 students in the second year work in Boys' High School. The first column is the percentage gained on the category work, the second that on translation.

	CATEGORY-MARK	TRANSLATION-MARK	DIFFERENCE
1	.6667	.6600	— .0067
2	.7500	.4167	— .3333
3	.6833	.6500	— .0383
4	.7667	.4167	— .3500
5	.6333	.5167	— .1166
6	.6500	.4833	— .1667
7	.7000	.5333	— .1667
8	.5833	.5000	— .1833
9	.6333	.5000	— .1333
10	.3667	.3500	— .0167
11	.8167	.5167	— .3000
12	.7167	.6000	— .1167
13	.6500	.5333	— .1167
14	.6667	.5000	— .1667
15	.6500	.5333	— .1167
16	.6833	.5167	— .1666
17	.7333	.5333	— .2000
18	.8000	.6667	— .1333
19	.3167	.5333	+ .2166
20	.7833	.5833	— .2000
21	.7500	.6500	— .1000
22	.6833	.5667	— .1166
23	.8000	.4833	— .3167
24	.4500	.4000	— .0500
25	.6833	.4500	— .2333
26	.6667	.5000	— .1667
27	.7333	.7167	— .0166
28	.5833	.6500	+ .0667
29	.7833	.5000	— .2833
30	.8000	.6333	— .1667
31	.6000	.5000	— .1000
32	.7667	.6166	— .1501
33	.9500	.8833	— .0667
34	.7667	.5500	— .1167
35	.4333	.3167	— .1166
36	.6333	.5000	— .1333
37	.4333	.4333	.0000
38	.6667	.4500	— .2165

	CATEGORY-MARK	TRANSLATION-MARK	DIFFERENCE
39	.5000	.5000	.0000
40	.4500	.3333	— .1167
41	.5333	.3667	— .1666
42	.7833	.6500	— .1333
43	.5500	.4333	— .1167
44	.2833	.1833	— .1000
45	.4000	.4333	+ .0333
46	.4667	.4000	— .0667
47	.5667	.5167	— .0500
48	.6167	.6491	+ .0324
49	.7500	.5500	— .2000
50	.6167	.5714	— .0453
51	.5500	.5000	— .0500
52	.4000	.6429	+ .2429
53	.7500	.6383	— .1117
54	.6167	.5000	— .0167
55	.7333	.4333	— .3000
56	.6000	.5833	— .0167
57	.8333	.7000	— .1333
58	.6167	.5704	— .1167
59	.7500	.5333	— .2167
60	.4500	.5667	+ .1167
61	.7000	.5500	— .1500
62	.7500	.7833	+ .0333
63	.7167	.5000	— .2167
64	.6500	.5500	— .1000
65	.5167	.4706	— .0460
66	.7667	.6667	— .1000
67	.5667	.4500	— .1167
68	.4500	.3824	— .0676
69	.6833	.5167	— .1666
70	.5000	.3667	— .1333
71	.5167	.4333	— .0834
72	.4333	.3000	— .1333
73	.6333	.5000	— .1333
74	.6167	.6667	+ .0500
75	.6333	.5806	— .0527
76	.6000	.3333	— .2667
77	.7167	.5000	— .2167
78	.7667	.5333	— .2334
79	.4833	.4167	— .0666
80	.6500	.5667	— .0833
81	.5667	.3667	— .2000
82	.6000	.4833	— .1167
83	.6000	.4333	— .1667
84	.7667	.6833	— .0834
85	.7167	.6500	— .0667
86	.7667	.4833	— .2834
87	.6500	.6977	+ .0477
88	.5000	.5555	+ .0555
89	.7000	.4667	— .2333
90	.6833	.4167	— .2666
91	.8167	.6667	— .1500
92	.7500	.5667	— .1833
93	.6167	.5333	— .0834
Algebraic Sum =			— 10.4824
Average Diff. =			— .1127 = 11.27%

From the above figures arranged in percentages and fractions of a per cent it will be seen that there is in general a very consistent relation between the rating obtained on the category-work and the translation-mark. On the average the translation score falls 11.27 % below the category-mark. In ten cases out of the 93 it was higher and the conventional relation was about reversed, in two it equaled the category-rating but in the remaining 81 cases, i. e. nearly 90 % of the trials a very regular drop of from 10 % to 15 % on the average was observed. Thus in general an accurate idea of the pupil's proficiency in vocabulary-work could be gained by taking from 10 % to 15 % from his rating on the simpler and quicker category-test. In the anomalous ten cases where the translation-rating was better than the category-mark the ratings were mostly low (31-75 %, mainly in the forties). The translation-marks of these cases are usually not high (50-60 % on the average). The low category-marks may be due to the pupil's not understanding the test but the second set of translation-marks does not show that the judgment naturally made from the category-test, namely that these pupils are not very proficient, should be altered. The only exception to the above statement is no. 62—.7500—.7833. But here the category-rating happens to be fairly high to begin with. The "very best marks" .9500 — .8833, .8333—.7000 (nos. 33 and 57) are consistent.

We see from the above résumé that we would scarcely ever be led astray in judging a pupil's proficiency in vocabulary-work by a test of the above nature. A trial of paper IX with 21 girls of the graduating class of Girls' High School led to even more consistent results. It was encouraging to note that the poorest students in the second year of Boys' High School tested with paper III received ratings of 31-37 % as minima on both tests (one exception, no. 44, .2833 and .1833). This means that practically all were able to classify and define as many as 20 accurately out of sixty. Most of the ratings were much better than this, the average for category-work running in the sixties (say 40 words out of 60), for translation above 50 (say 30 out of 60). The best student in the group defined correctly 53 words out of 60. These statements must be weighed in connection with the fact that the students were not accustomed to vocabulary-tests out of context.

To summarize the vocabulary-work on paper III, every pupil with one exception (no. 44) translated correctly 18 words out of 60. 2 knew 20; 13 knew 30; 5 knew 40; one knew more than 50 (53); 4 knew 25; 2 knew 35; 1 knew 47; 1 knew 53. The corresponding scores on the categories are very similar. The minimum is 17; 1 knew 19; 2 knew 24; 2 knew 26; 4 knew 27; 3 knew 30; 3 knew 35; 3 knew 40; 2 knew 48; 1 knew 57.

As to the character of the words familiar to various pupils. The first seven words of paper III, *lügner, billig, dann, faul, stehlen, ehrlich*, were known to practically all. Of the 93 second year boys, one did not know *lehrer* and three gave answers like "foul" for "aul" or left the word blank. The answer "foul" or "rotten" (*faule Eier*) was accepted. As examples of words giving trouble *feig* and *feigling* may be cited. Only the best boy in this group got the correct meaning of these two words. An almost universal error was to gloss *feig* with "fig" (*feige*) and to make *feigling* a diminutive = "little fig." "*Anspruchsvoll*" proved another "Stein des Anstosses." The enigma was again solved by the 95% boy. *Buchstabieren, rechnen, schreiben, lesen* were known to the majority. *Entgegenkommend, fälscher, abtrünnig* were known to few, the last to none.

While these investigations are only suggestive it is thought that it is worth while to draw the attention of others to them.

Brooklyn, N. Y.

G. A. REICHLING.

III

Write the letter g under a word that means something that it is good for a boy or girl to be. Write the letter b under a word that means something that it is bad for a boy or a girl to be. Write the letter s under a word that means something that has to do with the school. Write the letter t under a word like "now" or "when" or "before" that has to do with time,

Remember—g for good things.

b for bad things.

s for words connected with the school.

t for words concerning time.

Lügner, billig, dann, faul, stehlen, lehrer, ehrlich, sauber, gütig, nie, schreiben, schleicher, lesen, höflich, bevor, nützlich, geizig, mord, buchstabieren, rechnen, feig, nachher, wahr, bescheiden, aufrichtig, erdkunde, schurke, betrunken, entgegenkommend, später, betrügerisch, während, halunke, versetzen, freigebig, verbrecherisch, qual, treu, geschichte, geizhals, verworfener, früher, schönshrift, barmherzig, fälscher, mutig, abtrünnig, feigling, vernünftig, prüfung, nachsichtig, benehmen, zucht, gerecht, verleumder, vorhergehend, menschenfreundlich, bisher, ableitung, anspruchsvoll.

VIII

Write a k under a word that means a part of the body. Write a w under a word that means a tool. Write an s under a word that refers to the sea or ships. Write an h under a word that denotes a part of a house.

Remember—k for parts of the body.

w for tools.

s for words referring to the sea or ships.

h for parts of a house.

Arme, Ohr, Welle, Tür, Auge, Schiff, Säge, Knochen, Segel, Hammer, Mauer, Gesicht, Fenster, Beil, Floss, Kammer, Schaum, Feile, Baumkahn, Woge, Messer, Hafen, Ellbogen, Küste, Dachstube, Gehirn, Busen, Untergeschoss, Brust, Schlagader, Brecheisen, Schenkel, Decke, Zwickbohrer, Fensterrahmen, Ladung, Eingang, Kreuzfahrt, Schornstein, Hüfte, Steuer, Ahle, Söller, Hackmesser, Rückgrat, Schraubenzieher, Dachfenster, Knorpel, Saal, Zahnrad, Niere, Wirbelwind, Kleinhirn, Teich, Hobel, Schlegel, Herd, Schraubenstock, Schädel, Getäfel, Breitbeil, Sehne, Hornhaut, Bohrer, Kniescheibe, Matrose, Bauchfell, Rumpf, Hafendamm.

IX

Write the letter r under a word that means something that concerns churches or religion. Write a w under a word that concerns war or fighting. Write a g under a word that concerns business or money. Write a v under a word like "father," "son," "wife," that denotes family-relationship.

Remember—r for words concerning church and religion.

w for words concerning war and fighting.

v for words of relationship.

g for words about business or money.

Kämpfen, bru^rder, be^rzahlen, flasche, schwester, kaufen, lager, fahne, mutter, geld, verteidigen, beten, verkaufen, geschütz, vater, fest, schulden, niederlage, festung, tante, kaufmann, kanone, erobern, steuer, flügel, geldwesen, einkreisen, bischof, mönch, vorteil, onkel, glaube, zins, wache, kloster, neffe, fracht, waise, dolch, einkommen, heirat, gottesdienst, besitztum, vetter, pachten, oberst, abt, nichte, gefangener, verwandter, zahlungsunfähig, fussvolk, taufe, nachfolger, kauf, nachkommenschaft, angreifer, befehlshaber; hilfsgeistlicher, sperre, scheidung, bürgschaft, abzug, schild, fälschung, burg, feldzug, hypothek, reiterei, verwandschaft, versicherung, bistum, stamm-baum, kirchlich, vorfahre, entschädigung, prozess, schanze, reuig, ererbt, päpstlich, kriegführend, unterschlagung, feldflasche, kanzel, begebbar, mönchswesen.

HOW CAN WE CREATE AN INTEREST IN OUTSIDE READING IN OUR GERMAN CLASSES AND HOW DIRECT IT?¹

My remarks on this subject are based on experience with a class of eight Anglo-Saxon students in third year German. They were required to read one book in one school term of ten to twelve weeks, making a total of three per year. These books must each contain a minimum of twenty-five standard pages. They reported to me weekly, orally and in English. An incentive was offered for further voluntary reading in that 2 per cent. on the six weeks grade was given for each book read in addition to the one required. All seemed to enjoy the books read and two people (25 per cent. of the class) read additional books; one girl adding 6 per cent. (88-94) to her grade by reading three additional books, and one boy adding 4 per cent.

From the above I have drawn the following conclusions about outside reading:

First, it must not be work to the student. The purpose we have in view is to make the student enjoy the reading so much that he will later read of his own free will. Now, if we make it so difficult for him that it becomes repugnant to him, we have defeated our own purpose. Therefore, the least possible amount must be required of him and as many incentives as possible offered for him to do voluntary reading.

The training that we should have in view for the student is not that he assimilate an active speaking or writing vocabulary, but that he get a passive reading vocabulary that will not only awaken in him a desire to read German but the ability to do so with very little difficulty. To this end his reports should be in his mother tongue and should deal with the story or characters, description, etc.

The students should have very careful instruction from the teacher on how to read. They should be told never to translate, and to use a vocabulary or dictionary only when the meaning of the

¹Paper read before the German Section of the Wisconsin Association of Modern Foreign Language Teachers at Oshkosh, Wis., May 14, 1916.

sentence or paragraph depends on that word. If a student gets the general meaning of a paragraph, that is all that is necessary. The student should read only when he has several hours to read in. To that end it is well to have the reports on the first school day of every week. Knowing that he must report, the student will probably read on his two holidays immediately preceding.

One of the things upon which the success of outside reading greatly depends is the attitude of the teacher. He should try to make the student feel that now they are not in the position of teacher and student, but that they are co-readers of an interesting book. The student should not feel that he is giving a report but that he is having a conversation with the teacher about something in common. It would be well if the teacher at the beginning of the term or semester bring a number of books into the class room and spend part of the period exhibiting the books and saying a few words about each. Later after the student has picked out a book to read he should report to the teacher what book he intends to read. The teacher can then suggest another book if the one selected should be too hard or unadapted to the student wishing to read it. The teacher should be sure at each report that the student's idea of what he has read is clear in the student's mind. At these reports the teacher should strive to enter into the spirit of the story, to share with the student the lively interest which the student has acquired in the book, and to try to awaken in the student anticipation and curiosity as to what is to come.

So I would conclude from my experience that the four essentials for creating and directing an interest in outside reading are that the work should be easy and interesting, the end in view literary rather than linguistic, the student should not translate except when absolutely necessary to get the sense of a paragraph, and the teacher should make himself a co-reader with the student.

E. B. MERSEREAU.

Wayland Academy, Beaver Dam, Wis.

REVIEWS

Ilse Leskien, Schuld and other Stories. Edited, with Notes, Vocabulary, Exercises, and an Appendix by Bayard Quincy Morgan. Oxford University Press, 1915. 12mo., iv + 154, pp. 40c.

We have in this volume four delightful stories. I question, however, whether the average student will appreciate the subtle psychological suggestion of Hansen? The collection is especially adapted for use as first reading in Second Year College classes. The exercises illustrate a review of elementary grammar, and are based on "the early part of the first story only." In several instances they fail to agree with the designated passages of text.

The Appendix, containing Helps to Translation, is quite useful. Not only is some very helpful advice offered in it, but its use is facilitated by constant specific reference thereto in the notes and vocabulary.

The proof is clean. P. 2, l. 16, read *fiel*; Voc., read *Zaun*.

The method is sound, and the editing well done.

Hiram College.

L. E. CANNON.

Carl Schlenker. Bulletin for teachers of German. The University of Minnesota. Current Problems, Number 8. August, 1916. 8vo., vi + 41 pp. 25c.

The discussion of Methods is inadequate but this is partly due to the limited compass of the bulletin. It might at least have been said that the purely conversational method is little used by reputable pedagogues, except in grade work where the best school systems in the United States make large use of it.

The sane attitude towards the direct method is especially to be commended. We have been working for years to further the direct method but we know its dangers in the hands of inadequately prepared teachers.

The bibliography does not, of course, aim at completeness. However, under the heading of Gouin Method, e. g. the best known American publication is omitted, viz. Handschin's *German Series for Beginners*, Series Publishing Co., Oxford, Ohio.

The attitude towards phonetics is also to be warmly endorsed, as well as the hints on speaking German.

Such titles of books as those on Germany written by foreigners like Collier, Singleton *et al.* might well be accompanied by an evaluating remark. The guileless reader should e. g. be cautioned against such a book as Collier's *Germany and the Germans*.

The remarks on the self-improvement of the teacher are excellent.

The most serious defect of the Bulletin is perhaps its inaccuracy in the spelling of proper names. Thus we find *Douden* (pp. 10 and 15) for *Duden*;

Boyeson (pp. 28 and 29) for Boyesen; Hoetzel (p. 19) for Hoelzel; Nevison (p. 29) for Nevinson; Reclames (p. 35) for Reclams; Beilschowski (p. 29) for Bielschowsky; Vel(l)hagen und Klasing (pp. 18 and 20) for Velhagen und Klasing.

Miami University.

C. H. HANDSCHIN.

Studies in German Words and their Uses by F. E. Hastings.

D. C. Heath and Co., 1911. iv + 259 pp. \$1.00.

There has long been need of a book, giving the modern use of every-day words and phrases in German. The book mentioned above aims to fill this need.

The index refers to over 1700 German and English words and phrases, all of which are carefully explained and illustrated by examples. The words are, on the whole, well selected. They are arranged for the most part alphabetically by stems, derivatives being given out of the alphabetic order directly under the stems. This seems, taking it all in all, the most satisfactory arrangement, though it requires a great many cross-references to synonyms and words of similar meaning.

It is a rather idle task to quarrel with the author about her omissions, though greater attention to synonymy would no doubt have been welcomed by users of the book. One looks in vain for such fundamental distinctions as those between *Aufgabe* and *Stunde*, *dennoch* and *jedoch*, *aufhören* and *stehen bleiben*, *erinnern*; *behalten* and *sich merken*, etc. One would like to see *er hat ihm nicht gefolgt* by the side of *er ist ihm nicht gefolgt* (p. 17); under *bitten* attention might have been called to the fact that the English often uses *pray*, where *beten* is inadmissible (p. 27); under *erfahren* the student should have been warned against using *lernen* (p. 49); a note should have told that *Umgebung* and *Umgegend* occur in the singular only (p. 71 and 73); *er will ein Lehrer sein* should have been contrasted with *er will Lehrer werden* (p. 129); attention should have been called to *Schicksal* being subjective or objective fate, *Geschick* practically always the latter (p. 160); one does say *die Bewohner einer Stadt*, but *die Stadt hat 10000 Einwohner* (p. 224). But, of course, the collection is by no means intended to be exhaustive, and even a book of five times the size of the present would not have covered every case. This does not mean that a larger book would not serve our purpose better. There is undoubtedly still room for a work of the dimensions of Krüger's monumental tome *Wortgebrauch und Synonymik der Englischen Sprache*¹ which satisfies so admirably the needs of the German student in his study of English. Still, the author and the publishers deserve considerable credit for having given a practical basis for a hitherto much neglected branch of modern language study.

The book is unusually free from positive errors, only two misprints having been noted: *Baiern* for *Bayern* (p. 135) and *auf Deutsch* for *auf deutsch* (p. 40). There are, however, a number of un-German, unidiomatic or at least stilted and wooden locutions, which a German of to-day would express in a different way. Such are, for example:

¹Dresden und Leipzig 1910.²

Das ist nur Ihre Einbildung for *das bilden Sie sich nur ein* or *das existiert nur in Ihrer Einbildung* (p. 25); *dass er im Kampf gewonnen hat* for *dass er den Sieg davongetragen hat* (p. 32); *er hat einen schrecklichen Unfall erlitten* for *gehabt* (p. 55). *Das Essen ist fertig* cannot also mean *the meal is over*, i. e. *we have finished eating it* (p. 61). *Ich mag gehen* is hardly possible in the sense of *I like to walk*, though the negative use is very common (p. 124). Whether *er hat das Kind aufgenommen* could also mean *he took up the child from the floor* is highly improbable (p. 136). *Ich bin umgezogen* hypothetically may mean *I have another dress on*, but most Germans would understand by it only *I moved* (p. 234).

Sometimes two expressions are ordinarily not as interchangeable as the author seems to imply. Such are: *schliesslich* and *endlich*; the latter often suggesting *impatience, long waiting*; e. g. *endlich bist du da!* (p. 161). In *er sprach mich an* and *er redete mich an*, *ansprechen* usually has the force of *accost* or *appeal* to (p. 185).

Occasionally phrases are not happily translated: *bejammern* is to *lament over* rather than to *pity* (p. 18); *manche junge Männer* is not *many young men* but a *considerable number of* i. e. *manche* stands between *einige* and *viele* (p. 25); *mir ist hier so wohl* is not so much *I am so well here*, but rather *I feel so happy here* (p. 223).

Other phrases are misleading: if *wir sind Mitschüler* is to mean *we are fellow students (of each other)*, the noun is wrong and ought to be *Schulkameraden*: one may say *wir sind Mitschüler von ihm* (p. 20). *Gedenke mein* is used for *remember me* only in a literary or special sense (p. 33).

These strictures, however, are after all of minor importance and the book is heartily recommended to those teachers of German who never have had that prolonged residence abroad, which alone can give an adequate feeling for the niceties of the German language. It will also be found useful in advanced College classes in German Composition and a careful study of the book from cover to cover will undoubtedly clarify the notions of many students as to the exact value of a large number of words. A profitable exercise will be found in the writing of original German sentences, preferably as a class-exercise, in which these words must be used. As a reference-book in connection with the regular colloquial and composition work as is suggested in the Preface, it seems too limited in scope. Teachers and students will soon tire of turning to it and of not finding in many instances the desired information.

FREDERICK W. J. HEUSER.

Columbia University.

French Reader, by Koren and Chapman. Holt & Co., 1916.

IV + 285 pp. 70c.

This book is interesting as an example of individual method and choice, to teachers of like mind with the editors it may be extremely useful. And all minds will find some portions and selections to their taste, as the variety is strikingly great. The extracts are grouped under six headings: history, fables and legends, memoires, articles taken from daily papers and dealing with the early days of the war, short stories, and poems. The first selections

named do not give a connected history, though they are arranged in chronological order and preceded by an explanatory note which states in as few words as possible the general course and development of French history. In this division of the whole, from Charlemagne to the present day, five "struggles" are named as pivots around which all secondary events may be grouped. As to the first four, there could be little difference of opinion, but to characterize the period extending from the Revolution almost to the present moment as a "lutte de la France contre l'Angleterre," seems straining a point. A truer heading for this last period is indicated at the bottom of the same page (3): "une nouvelle lutte: les travailleurs contre les bourgeois."

It may be remarked of this introductory note that the name "Carlovingian" should be used, since the first dynasty is designated by that name. This whole historical section is a trifle childish in content, and perhaps a little dry for class use, except the one longer extract on the Revolution, which is very well chosen. The legend of Roland is interesting; the story of Jeanne d'Arc manages to tell itself without using the name of the Hundred Years' War, possibly for this reason it gives a singular effect of curtailment. The extracts from newspapers are perhaps the most interesting part of the Reader; it is a pity to use again the "Dernière classe" among the short stories. The poems are well chosen and could serve for memorizing, though parts of the history might also be given for that purpose. The list of irregular verbs takes up space at the end and they are to be found in all grammars, though not always in alphabetical order. The vocabulary exhibits a number of peculiarities, it notes for instance that Mars signifies the Roman god of war, that Orléans is a city on the Loire, that Paris is the capital of France, that the Seine is a river on which is Paris, that "fête de Saint-Joseph" is Saint Joseph's day and that "Joseph, husband of the mother of Jesus, was a carpenter." Side by side with these rather elementary explanations are such notes as "Monce, Gaspard (1746-1818), a mathematician," "Papillon, rue, short street crossing the Rue de Lafayette about half-way between the Gare du Nord and the Opéra. And in things more strictly French, "moi, disj pr., I, me." It is a little difficult to imagine, even in the intellectual obscurity we all know, a mind that needs a ray or rays of such mixed light. Yet these criticisms are meant merely to illustrate some of the common ways of wasting print-paper, now so costly, and encouraging the idle flapping of glossary leaves; the little book is in itself quite worth while.

M. V. YOUNG.

Mount Holyoke College.

NOTES AND NEWS

The managing-editor regrets the fact that there were so many typographical errors, particularly in Professor Stroebe's article, in the November number of *THE JOURNAL*. Due to some mistake, *THE JOURNAL* was published and mailed without allowing the editor to correct the page-proof or make up the contents of the issue. With a better understanding between the printer and the editors, it is to be hoped that *THE JOURNAL* will, in the future, be free from blemishes of this kind.

A very cordial letter recently came to the managing-editor's office from a Modern Language Association. In it there was the suggestion made that the material for *THE JOURNAL* should come from high school teachers of modern languages as well as from college men and women. In the present number all the articles but one were written by teachers in secondary schools. Nothing would please us more than to have as many practical contributions as possible from this field. As was pointed out in the first number, *THE JOURNAL* is, before all else, intended to help the secondary school teaching of modern languages. We believe that, in the long run, greater good will come, if we can interest the secondary teacher to write from his experience. At present, however, it is possible to get ten manuscripts from college men and women to one from the teachers who are more closely concerned in the support of *THE JOURNAL*. Again the managing-editor wishes to make an appeal for short, practical papers, modern language gossip suitable for the Notes and News pages, letters or other communications critical in character.

NOTICE

Persons residing in the Central West and South who wish to subscribe to *THE JOURNAL* and at the same time to become members of the Association of Modern Language Teachers of the Central West and South, should send \$1.50 to Prof. C. H. Hand-schin, Sec'y-Treas., Oxford, Ohio. This fee will cover the subscription to *THE MODERN LANGUAGE JOURNAL* and the membership in the Association for one year.



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